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$$\frac{\partial f(x, y)}{\partial x} = 0 \tag{4}$$

and

$$\frac{\partial f(x, y)}{\partial y} = 0. \tag{5}$$

It is obvious that all of the methods described above may be applied to any conic

$$ax^2 + 2bxy + cy^2 + 2gx + 2fy + c = 0.$$

If any failure results, it is certain that the conic is a special form for which the corresponding concept does not exist. Thus the usual rule for determining whether (6) is or is not a parabola results from the test whether (4) and (5) have or have not a common solution.

The tests for highest and lowest points apply, with obvious restrictions, to any curve whatever.

BOOK REVIEWS.

UNDER THE DIRECTION OF W. H. BUSSEY.

Algebra, First Course. By EDITH LONG and W. C. BRENKE. The Century Co., New York, 1913. viii+283 pages.

This is the first of a series of texts of correlated mathematics for secondary schools and, in particular, it is the first year's work of a two years' course in algebra and geometry. In its preparation, the authors had in mind two purposes. The first was, in their own words, "to vivify the treatment of algebra by a systematic correlation with geometry." The other was to present the matter in a more simple narrative style than is done in most texts.

To carry out the first purpose, the authors have introduced some of the simpler theorems of geometry and the measurement of geometric quantities as well as some of the fundamental concepts of physics. The proofs of the theorems are in the nature of experimental verification. The introduction of such new matter will undoubtedly stimulate the interest of many students but it is a question if the appeal will be as wide as some have thought. It is evident that a class using this text cannot become as proficient in handling ordinary algebraic operations as is possible with other books. This is more than offset by the gain in the second year's work.

The topics treated are generally well and clearly handled. Where possible, the authors have made use of graphic methods to illustrate the principles. The simple style lends itself well to explanations. In definitions there is danger that it will lead to indistinct or even false conceptions, as when an angle is described as a figure formed by two straight lines starting from the same point.

The authors have requested that teachers using the book omit as little of the text as possible. This request merely points out the fact that the teacher as well as the student will need to be educated in its use.

R. R. SHUMWAY.